NWEA – Math & ELA/Literacy Assessment Accessibility
Universal Tools – Designated Supports/Features - Accommodations

I. UNIVERSAL TOOLS FOR ALL STUDENTS
Embedded Universal Tools
Provisions within online assessment platform to all students automatically

Using Universal Testing Tools

All students can take advantage of the following universal accessibility features. Some tools appear only when they are relevant to the subject and test question:

Zoom
Useful for enlarging the question display

Highlighter and Eraser
Useful for marking key parts of a question

Line Reader
Useful for focusing attention on one line at a time, such as with reading passages

Notepad
Useful for making notes about the question

Answer Eliminator
Useful for marking wrong answers so they appear dimmer

Calculator
Either standard or scientific. Appears for applicable questions, based on grade level. For details about using the scientific calculator, see:

https://learn.desmos.com/scientific

Ruler and Protractor
Appears for applicable questions and enables students to measure lengths and angles, and to move and rotate the tools

Keyboard Navigation

For students unable to use a mouse, it is possible to use keyboard controls. See Keyboard Navigation for Testing.

Non-Embedded Universal Tools
Provisions outside of the online assessment platform

Tool	Description
Scrap/Scratch Paper	The student uses scratch paper, an individual erasable whiteboard or an assistive technology device to make notes or record responses. All scratch paper must be collected and securely destroyed at the end of each test to maintain test security.

II. DESIGNATED SUPPORTS/FEATURES FOR SOME STUDENTS

Supports and features outlined below may provide increased accessibility within the assessment.   Utilization and implementation of supports and features is determined on an individual basis by an educational team such as part of a multi-tiered system of support (MTSS), and/or Student Assistance Team. **Supports must be consistent with the student's normal routine during instruction.** Provision of supports does not alter the construct of any test item.

Tool	Description
TTS is not enabled for everyone. TTS feature must be individually pre-assigned and enabled within the NWEA platform.	
Text-to-Speech (TTS) ***READING (no passages)** **MATH & LANGUAGE USE**	**Text is read aloud to the student via (embedded) TTS technology. TTS should be consistent with the student's normal routine during instruction. Headphones/earbuds are necessary unless assessed individually in a separate setting.**

SELECTIONS FOR READING IF APPLICABLE

Embedded Designated Features
The system will provide these

☑ Text-to-speech ❤

To assign Text-to-speech, the student must be assigned a test first.
Note: Text-to-speech may not be available on some tests due to
state/district policy. Text-to-speech is not available on K-2 tests.

Please check your state/district policy to determine whether Text-to-speech is considered an Accommodation or Designated Feature

Select areas of the item that would be read aloud.

☑ Answer choices ❓

☐ Assets such as reading passages ❓ ⬅ **Do Not Check**

☑ Question directions ❓

☑ Questions/prompts ❓

*TTS Assets such as Reading Passages NOT ALLOWED. If box in NWEA/MARC platform is checked, Reading Session will be invalidated (with the exclusion of blind/visually impaired pre-approval by DOE)

II. DESIGNATED SUPPORTS/FEATURES FOR SOME STUDENTS

Maine Specific Non-Embedded Designated Supports
Provisions outside of the online assessment platform

Tool	Description
Breaks	Multiple or frequent breaks may be required by students whose attention span, distractibility, physical and/or medical condition, require shorter working periods.
Preferential Seating	Students may have predetermined seating locations to reduce distractions for themselves or others, or to increase physical access to special equipment.
Individually	Individual or small group assessment administration may be used to minimize distractions for students whose assessment is administered out of the classroom or so that others will not be distracted by accommodations being used.
Small Group	Individual or small groups may be used to minimize distractions for students whose assessment is administered out of the classroom or so that others will not be distracted by accommodations being used.
Movement	This opportunity may be used in a setting other than the classroom for a student who cannot focus when seated for sustained periods of time.
Alternate Aids/Supports	The assessment may be presented through their regular communication system to a student who uses alternative or assistive technology on a daily basis. The assessment may be presented using visual aids such as visual magnification devices, reduction of visual print by blocking or other techniques, acetate shields; or auditory devices such as special acoustics and amplification.
Distraction Reduction	Noise buffers, place markers, carrels, whisper phones, or calming music etc. may be used to minimize distractions for the student.
Modified/Adaptive Calculator or Abacus	A student uses a specific calculation device (e.g., large key, talking, or other adapted calculator) other than the embedded grade-level calculator for items that include a calculator for students to use. This includes use of an Abacus.
Directions Clarification	After directions have been read, the assessment administrator may ask the student to explain what they have been asked to do. If directions have been misunderstood by the student, the directions may be paraphrased or demonstrated. Assessment items MUST NOT be paraphrased or explained.
Bilingual Word Glossary	Mathematics Only: A bilingual/dual language word-to-word glossary is provided to the student as a language support.

III. ACCOMMODATIONS

Requiring IEP/504 Documentation

Accommodations are changes in procedures or materials that do not alter what the assessment measures and are used to increase accessibility during the administration of the assessment. Accommodations for students are outlined within an Individualized Education Program/Plan (IEP) or 504 Plan and utilized within the student's daily classroom instruction.

Embedded Accommodation

Tool	Description
TTS is not enabled for everyone. TTS feature must be individually pre-assigned and enabled within the NWEA platform.	
Text-to-Speech (TTS) *READING (no passages)** **MATH & LANGUAGE USE**	**Text is read aloud to the student via (embedded) TTS technology. TTS should be consistent with the student's normal routine during instruction. Headphones/earbuds are necessary unless assessed individually in a separate setting.**

Maine Specific Non-Embedded Accommodations
Provisions outside of the online assessment platform based on IEP or 504 Plan

Tool	Description
***Read Aloud / Human Reader** **Math, Language Use, and Reading Sessions (EXCEPT PASSAGES)**	Text is read aloud or translated via sign language interpreter to a student by an Assessment Administrator (human reader) as documented in the IEP/504 plan. Read aloud is permitted for **MATH, LANGUAGE USE, AND COMPONENTS OF READING SESSIONS *EXCLUDING READING PASSAGES. (see Read Aloud examples pgs. 5-7)**
Refreshable Braille and/or Screen Reader	Both contracted and un-contracted braille (English Braille, American Edition or Unified English Braille) are available. Screen reader software may be applicable to read aloud what is being displayed on the screen. Please note, screen readers are not a typical accommodation for students who are sighted, please see text-to-speech.
Scribe	The student may dictate answers to a scribe in an individual setting. The human scribe records verbatim what a student dictates and must give the student an opportunity to review the scribed text. Scribed text must be entered into the online assessment platform—no paper submissions are accepted.

SELECTIONS FOR READING IF APPLICABLE

Embedded Accommodations
The system will provide these

☑ Text-to-speech ⌄
Select areas of the item that would be read aloud.

☑ Answer choices 🔘
☐ Assets such as reading passages 🔘
☑ Question directions 🔘
☑ Questions/prompts 🔘

SELECTIONS FOR READING IF APPLICABLE

Human reader
Test and question content is read aloud by a qualified human reader.

☑ Answer choices
☐ Assets such as tables, graphs and reading passages
☑ Question directions
☑ Questions/prompts
☑ Test directions

* Text-to-Speech & Read Aloud/Human Reader is NOT permitted for passages in the reading session. If box in NWEA/MARC platform is checked, Reading Session will be invalidated (with the exclusion of blind/visually impaired pre-approval by DOE)

Amended/Updated spring 2022

Spring 2022 NWEA Administration
Amendment to Availability of Read Aloud (Human Reader)
(Requiring IEP/504 Documentation)

Students who use read aloud accessibility/accommodation as outlined within an IEP or 504 plan for classroom instruction, will be able to use read aloud accessibility/functionality for the reading of answer choices, question directions, questions/prompts, and test directions within the NWEA reading session. Reading session passages may not be read aloud. The read aloud accommodation should include provision of a 1:1 support person and not be utilized in group settings.

TTS/Read Aloud remains available as outlined within an IEP or 504 plan for classroom instruction for the all components of mathematics and language use sessions.

Content Area/Sessions	Item	TTS	Read Aloud Human Reader
Reading	Test Directions	Yes	Yes
Reading	Test Questions	Yes	Yes
Reading	Answer Choices	Yes	Yes
Reading	Reading Passages	No	NO
Language Use	Test Directions	Yes	Yes
Language Use	Test Questions	Yes	Yes
Language Use	Answer Choices	Yes	Yes
Language Use	Passages	Yes	Yes
Mathematics	Test Directions	Yes	Yes
Mathematics	Test Questions	Yes	Yes
Mathematics	Answer Choices	Yes	Yes
Mathematics	Passages	Yes	Yes

Amended/Updated spring 2022

Reading Examples

Example 1:

Read the passage. ← **Yes, Read the Directions**

No, Do Not Read Passage

Ferdinand was sitting in the dark castle, looking outside the small window. The view, which might have been beautiful to a stranger, only depressed him. Everywhere he looked, he could only see trees and a big river. There were no ~~s~~, not a soul in sight. The castle, too, was abandoned and so ~~nand~~ could hear his own breaths, slow and hollow. Ferdinand ~~sighed as the~~ sky darkened; clouds were gathering, and the air was filled with the smell of rain, which did nothing to comfort his forlorn and desperate soul. A storm began suddenly, and his vision was blurred in the heavy sheets of rain. Ferdinand cried, but there was no one to hear him.

What is the theme of the passage? ← **Yes, Read the Question**

A	Nature can cheer you up.
B	Locking someone in a castle is wrong.
C	Darkness ta~~k~~
D	Loneliness is difficult.

Yes, Read the Answer Choices

Example 2:

Choose the sentence that shows how crabs are different from lobsters. ← **Yes, Read the Directions**

Sometimes people mistake crabs for a type of lobster because there are a lot of similarities.

Crabs have two front claws, and so do lobsters.

Some crabs have a dark red color, and so do lobsters.

Lobsters are larger than crabs, and they have tails. Crabs are smaller with no tails.

Crabs are a type of crustacean that live in the ocean.

Lobsters are also a type of crustacean that live in the ocean.

Yes, Read the Answer Choices

Example 3:

No Do NOT Read the Passage

Yes, Read the Directions

Read the paragraph.

Earth has five oceans. They are part of one large ocean. Ocean water covers most of the planet. The oceans are very salty. The oceans are very important to life on Earth. Many plants and animals live in the oceans. The oceans also help make the weather on Earth. Water moves from the ocean to the sky. Later, the water falls as rain or snow. In this way, oceans provide Earth with the water that people, animals, and plants need to live.

What is the main idea of the paragraph?

Yes, Read the question

Yes, Read the Response Choices

○ 1. Oceans are very salty.

○ 2. There are five oceans on Earth.

○ 3. Plants and animals live in oceans.

○ 4. Oceans are important to life on Earth.

Example 4:

Yes, Read Directions

Read the passage. There are several questions about this passage.

No, Do NOT Read the Passge

The White-Crowned Sparrow

1   Sparrows are small, common birds. They live in most parts of North America. There are many kinds of sparrows. These birds live in many different places, or habitats. Sparrows can live in the city or the country.

What They Look Like

2   White-crowned sparrows are one kind of sparrow. They are easy to spot. A white-crowned sparrow looks plain gray from far away. When seen up close, this bird has black and white stripes on its head. It also has a pale pink or yellow beak. Its chest is pale gray, and it has white bars on its wings. Its back is soft brown. The white-crowned sparrow's tail is long. The male and female birds look alike.

Where They Live

3   White-crowned sparrows live in bushy areas. Look for these birds in woodlands and thickets, which are areas with lots of trees and bushes. They scratch the ground for food in nearby open areas.

What They Eat

4   White-crowned sparrows eat many kinds of seeds, including sunflower seeds. They like grasses and grains, too. They eat some insects. They also like blackberries.

How They Nest

5   These birds make nests in shrubs. They build them up to ten feet high. The female makes the nest with twigs. Then she lines the nest with soft grass and feathers. The female lays 3–7 light blue-green eggs. The eggs have brownish spots. It takes the eggs 11–14 days to hatch.

How They Raise Their Young

6   After the eggs hatch, the female bird stays on the nest for 7–12 days. Both the males and females feed the young birds. Then the male sparrow keeps feeding the baby birds. The female starts to build another nest. She lays more eggs there.

What Their Song Sounds Like

7   The song of this bird sounds like a whistle. It sounds like "Poor-wet-wetter-chee-zee."

8   It is fun to watch for white-crowned sparrows. These birds are so common that they may live nearby. Their white and black heads make them easy to identify.

Under which heading does the author include information about white-crowned sparrow babies?

Yes, Read the Question

○ 1. Where They Live

○ 2. What They Eat

○ 3. How They Raise Their Young

○ 4. What Their Song Sounds Like

Yes, Read Response Choices

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